DOCUMENT RESUME

ED 082 749 JC 730 249

AUTHOR	Gell, Robert L.; Bleil, David F.
TITLE	A Follow-up Study of Secretarial Students.
INSTITUTION	Montgomery Coll., Rockville, Md. Office of Institutional Research.
PUB DATE	Sep 73
NOTE	37p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Community Colleges; Curriculum Evaluation; Data Analysis; Data Collection; *Followup Studies; *Institutional Research; Questionnaires; *Secretaries; *Student Attitudes
IDENTIFIERS	*Montgomery Community College

ABSTRACT

To determine how effectively the Secretarial Studies Department's program was meeting the needs of its students, a follow-up study was conducted of former Montgomery Community College Secretarial Studies students. The survey sought to determine, in particular, if the students had secured employment that was related to their course work at the college and if they were receiving an adequate salary. Other areas surveyed were whether the skills gained at the college were those most useful and made advancement possible, and how the former students viewed the adequacy and appropriateness of the college program. In all, 418 questionnaires were sent out, of which 185 were returned. Of the 185 respondees, 96 had earned neither a certificate nor a degree, 8 had earned a secretarial certificate, and 81 had received an Associate in Arts degree. Results of the survey showed that the holders of secretarial certificates had the highest probability of employment in the secretarial field; those who were working in the secretarial field tended to earn more per week than those students who had jobs other than secretarial; Associate in Arts graduates had the greatest likelihood of having above average weekly earnings of the total group; typing speed was more important than shorthand speed; certificated secretaries changed jobs less frequently than did degree holding secretaries; the reason for changing positions was mainly to earn a higher salary; English, shorthand, and typing were selected as their most helpful subjects; and none of the job skills training at the college was rated as inadequate. (DB)

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A FOLLOW-UP STUDY OF SECRETARIAL STUDENTS

Conducted by

Professor Virginia G. Pinney, Chairperson

Secretarial Studies Department

Rockville

and

Professor Catherine F. Scott, Chairperson

Secretarial Studies Department

Takoma Park

Written by

Robert L. Gell, Director

and

David F. Bleil, Research Analyst

Office of Institutional Research

MONTGOMERY COMMUNITY COLLEGE

51 Mannakee Street

Rockville, Md. 20850

September 1973

JC 730 249

FOREWORD

The most important person at Montgomery College is the student. What happens to him or her while in college has always been of concern to the community. However, experience has taught us that this is not enough. What happens to the student after leaving Montgomery is also important. The success of an educational program must be measured by the success of the student after he or she leaves the College.

This study, conducted by the Secretarial Studies Department on each campus, has provided valuable feedback to the faculty as they evaluate their curriculum.

This follow-up would have been much more difficult without the excellent assistance and cooperation of Data Systems which processed the data used in this study.

R C Browning

Rufus C. Browning

Dean of Education

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A FOLLOW-UP OF SECRETARIAL STUDENTS

THE PROBLEM

In preparation for considering curriculum revisions, the faculty of the Secretarial Studies Departments on the Takoma Park and Rockville campuses designed and conducted a follow-up survey of former students. The faculty were interested in discovering how effectively the Department's program was meeting the needs of its students. Specifically, they wanted to know if the students had secured employment which was related to their course work at Montgomery and if they were receiving an adequate salary. Further, they were concerned that the secretaries had gained those skills which were most useful to them in their positions and which made job advancement possible. Also how these former students, now on the job, viewed the adequacy and appropriateness of the Secretarial Studies Program at Montgomery was of special interest to the faculty as they prepared to consider curriculum revisions.

THE POPULATION

Selection of the students to be surveyed was made by the Chairpersons of the Secretarial Studies Department on each campus on the basis of memory and available class lists of those students who were enrolled in secretarial programs over the past several years. Four hundred and eighteen questionnaires were sent out and 185 of these were returned. This represents a return rate of 44 percent. Since those students who were remembered by the faculty may have tended to be the exceptional students, a definite sample bias of a serious nature may have been introduced into the survey. Thus, the reader must keep in mind that the counts and percentages reported herein pertain only to those students answering the questionnaires and may or may not be representative of all secretarial students.

Of the 185 students who responded, 96 had earned neither a certificate nor a degree, 8 had earned a secretarial certificate, and 81 had graduated with an Associate in Arts degree. Ninety-five respondents indicated that they had been enrolled in the executive secretarial option, 42 in the legal secretarial option, and 20 in the medical option. The secretarial certificate option claimed 28 enrollments.

THE FINDINGS

Graduation

The probability of graduation from the certificate and degree programs was computed from the questionnaires returned. An obvious difference was found in favor of the degree programs (see Table I); however, it was not possible to determine if this difference was real or the result of the sampling technique used in this study. If, in fact, students enrolled in the two-year degree program are more likely to graduate than those enrolled in the shorter certificate curriculum, one could ask if the reason was related to early placement in a good paying job. Aspects of this question were explored in the study.

Salary compared to education

Does earning an associate degree mean a higher salary? To answer this question, the possibility was tested that of this particular sample there was a tendency for the employed secretarial students with the most education to earn the most money. The correlation of salary with the categories (1) possession of an Associate in Arts degree, (2) possession of Secretarial Certificate, and (3) no certificate or degree was low

TABLE I

PROBABILITY OF GRADUATION FROM CERTIFICATE AND DEGREE SECRETARIAL PROGRAMS

SECRETARIAL PROGRAMS	STUDENTS ENROLLED	GRADUATIONS	NON-GRADUATIONS	PROBABILITY OF GRADUATION
Secretarial Certificate	28	8	20	.29
Associate in Arts degree	157	81	76	.52
TOTAL	185	89	96	.48

(.36). (See Table II) In other words, only 13 percent of the time was there any disproportionate number of degree holders in the higher income levels. The median weekly salary for degree holders was $130.75; certificate holders, $117.00; and for nongraduates, $121.90. However, the secretarial student in possession of the degree has a better than fifty-fifty chance of earning above the total sample's average salary while the former student without any program completion has a likelihood of .29 (between a quarter and a third of the time) of earning above the total group's average salary. The certificated secretaries in this group had the smallest representation in the above average earnings group with a probability of only .14. It should be noted that there were too few respondents in the secretarial certificate program to allow any confidence in any established relationship of income to education for that group. But the survey did reveal some evidence that earning an associate degree resulted in slightly greater earnings.

Field of employment related to salary

Including "homemaker" and "attending college" categories, thirty-two or 17 percent of the former secretarial students were employed or occupied outside of their field of college training. There was a strong association between increasing income and working in the secretarial field as compared with all other reported occupations. The correlation with income and working in the secretarial field was .71. Thus, 50 percent of the time students who trained as secretaries and worked as secretaries had higher salaries than those who trained as secretaries and were occupied with something else.

TABLE II

WEEKLY SALARIES OF SURVEYED SECRETARIAL STUDENTS
COMPARED TO THEIR EDUCATION

EDUCATION	$89 or less	$90-99	$100-109	$110-119	$120-129	$130-139	$140-149	$150-159	$160 +	MEDIAN SALARY	TOTAL RESPONSES
Associate in Arts degree	5	0	1	11	15	16	7	10	3	$130.75	68
	7%	0%	2%	16%	22%	24%	10%	15%	4%		100%
Secretarial Certificate	0	1	1	2	2	0	1	0	0	$117.00	7
		14%	14%	29%	29%		14%				100%
Nongraduate	7	3	10	16	23	14	4	3	3	$121.90	83
	8%	4%	12%	19%	27%	17%	5%	4%	4%		100%
TOTAL	12	4	12	29	40	30	12	13	6	$125.00	158*
	8%	3%	8%	18%	25%	19%	8%	8%	4%		100%

*Twenty-seven respondents did not indicate their salaries.

Those former secretarial students who reported income averaged $120-$129 weekly earnings. There was no difference in the pattern of earnings between graduates of Rockville and Takoma Park campuses. The correlation coefficient for earnings between the two campuses is .90.

Length of time in position compared to salary

The secretarial students were asked how long they had held their present position as well as their weekly earnings before taxes. These were compared to determine the strength of association of job tenure with increased earnings. Little was found. (See Table III) At best, only 5 percent of the time was years on the job found to be associated with a particular level of earnings. Why this should be the case was not apparent. However, it appears that sticking with one job is not a clear path to increased earnings.

Seven suggested options were given for the question, "Why did you change position?" Although only 73 respondents indicated that they had changed positions, all 185 gave some reason for changing. This indicated that there was some confusion generated by the questionnaire as to who was to respond to what.

Typing speed and salary

Typing speed is worth money. The average weekly salary of secretaries typing less than 50 words per minute was $116.00. For typing speeds of 50 to 59 words per minute, the average weekly salary was $123.86. Secretaries typing in the 60 to 69 words per minute bracket earned an average of $132.33 a week. Twenty-five secretaries reported a typing speed of over 70 words per minute and average weekly earnings

TABLE III

LENGTH OF TIME IN PRESENT POSITION
COMPARED TO WEEKLY SALARY

WEEKLY SALARY	LESS THAN ONE YEAR	ONE YEAR	TWO YEARS	THREE YEARS	FOUR YEARS	FIVE OR MORE YEARS	TOTAL RESPONSES
No response	24	3	0	1	0	0	28
$89 or less	8	2	1	0	0	1	12
$90-99	3	1	0	0	0	0	4
$100-109	4	4	2	1	1	0	12
$110-119	16	6	4	3	0	0	29
$120-129	20	11	6	3	0	0	40
$130-139	4	12	9	3	2	0	30
$140-149	6	2	1	2	1	0	12
$150-159	4	2	3	3	0	1	13
$160 and over	2	0	1	1	0	1	5
TOTAL	91	43	27	17	4	3	185

of $133.32. (See Table IV) Thus, once the minimum speed is exceeded it appears that one could expect an average gain in weekly salary of $5.00 per each 10 words per minute at least until a level of 70 words per minute is reached.

Shorthand speed and salary

The average weekly earnings of secretaries by reported shorthand speed showed a definite increase in salary with increased speed. With no shorthand skill the average weekly salary was $120.17; up to 80 words per minute it was $124.58; 81 to 100 words per minute it was $131.97; from 100 to 120 words per minute it was $143.77, but for over 120 words per minute it was only $143.50. (See Table V)

The increase amounts to 28 cents a week for each word per minute increase in shorthand speed within limits. Apparently, if a secretary in training had to concentrate on improving either her typing skills or her shorthand skills, the greater monetary result would come from improving typing skills.

Curriculum by employment

There appeared to be no difference between the rate of full-time employment, part-time employment, or no employment with respect to the different secretarial options (executive, legal, medical, and certificate). Of those surveyed in this study, 78 percent were working full-time. All the secretarial certificate holders were working full-time in the secretarial field indicating that job prospects may be different for this group. However, the study did not provide sufficient evidence to be certain of this.

TABLE IV

WEEKLY SALARY OF SECRETARIES COMPARED
TO THEIR TYPING SPEED

	TYPING SPEED IN CORRECT WORDS PER MINUTE				
WEEKLY SALARY	49 OR LESS	50 - 59	60 - 69	OVER 70	TOTAL
No response	0	4	2	22	28
0 - $89	3	4	2	3	12
$90 - 99	1	3	0	0	4
$100 - 109	2	5	4	1	12
$110 - 119	4	14	7	4	29
$120 - 129	4	17	15	4	40
$130 - 139	3	10	12	5	30
$140 - 149	0	6	6	0	12
$150 - 159	0	4	2	7	13
$160 - over	0	1	3	1	5
TOTAL	17	68	53	47	185
Average Weekly Salary	$116	$123.86	$132.33	$133.32	

TABLE V

WEEKLY SALARY OF SECRETARIES COMPARED TO THEIR SHORTHAND SPEED

WEEKLY SALARY	NO SHORTHAND SKILLS	SHORTHAND SPEED IN WORDS PER MINUTE				
		80 OR LESS	81 - 100	101 - 120	OVER 120	TOTAL
Salary not reported	15	3	1	1	8	28
0 to $89	5	4	3	0	0	12
$90 to 99	2	2	0	0	0	4
$100 to 109	6	4	2	0	0	12
$110 to 119	3	15	8	2	1	29
$120 to 129	8	16	12	3	1	40
$130 to 139	3	10	13	4	0	30
$140 to 149	1	1	8	2	0	12
$150 to 159	3	4	1	4	1	13
$160 and over	0	0	2	2	1	5
TOTAL	46	59	50	18	12	185
Average Weekly Salary	$120.17	$124.58	$131.97	$143.77	$143.50	

Education and position

There was a tendency for persons in the different degree categories to be employed in different types of positions. These data are reported on Tables VI and VII where legal, medical, and executive secretary, typist-bookkeeper, and stenographer are considered "in field"; administrative clerk, general clerk, technical assistant, and manager are considered in "related field"; and all others are "unrelated field." Using these definitions, it can be seen that the highest probability of being employed "in field" is associated with possession of secretarial certificate. (See Table VII) The most likely groups to be employed in "related fields" are the secretarial certificate and the degree holders. The secretarial certificate holders appear to have almost no likelihood of employment outside of their field. The chances of employment outside the field appear to be higher than the likelihood of employment in related fields for the degree holder and particularly so for the nongraduates. A noteworthy feature of the degree holder is the increased likelihood of employment in all other categories compared with the nondegree holders suggesting that education increases options.

Several things should be borne in mind when interpreting these figures. One is the small number of persons in the certificate category. Another is the difference in the likelihood of program completions and the .72 probability of employment within the secretarial field overall. The high rate of hiring of nongraduates suggests a high need for skilled office workers which may be more important to employers than the peripheral academic requirements for program completion. The design of the

TABLE VI

POSITIONS HELD BY SECRETARIAL STUDENTS COMPARED TO THEIR EDUCATION

	POSITIONS			
Education	IN FIELD Includes: Legal, Medical, Executive, Stenographer, Typist	RELATED FIELD Includes: General Clerk, Technical Asst., Branch Manager, Administrative Clerk	UNRELATED FIELD Includes: Homemaker, Student, Teacher, Stewardess, Tape Librarian, Musician	TOTAL
Associate in Arts Degree	55	10	16	81
Secretarial Certificate	7	1	0	8
Non-Graduate	71	9	16	96
TOTAL	133	20	32	185

TABLE VII

PROBABILITY OF HOLDING A POSITION "IN FIELD"

GIVEN THE LEVEL OF EDUCATION OF A SECRETARIAL STUDENT

EDUCATION	IN FIELD	RELATED FIELD	UNRELATED FIELD	TOTAL
Associate in Arts Degree	.68	.12	.20	1.00
Secretarial Certificate	.88	.12	.00	1.00
Non-Graduate	.74	.09	.17	1.00
TOTAL	.72	.11	.17	1.00

questionnaire used did not provide the answer to the question of whether the employed secretarial students did not complete the program because they had gained all the necessary skills for employment before meeting the requirements for the degree or certificate, and/or whether they left the program for other reasons and subsequently found employment in spite of a lack of certain useful skills. This latter explanation is not well supported by the observation that the correlation between earnings and program completions is small.

Job consistency

There appears to be more consistency among the few responding secretarial certificate students in terms of staying on their original job than among the other groups. Based on the questionnaire results, the probability of a secretary with a degree changing jobs is forty in a hundred, while the certificated secretaries change jobs at a rate of only nine in a hundred. However, there was no effort in the questionnaire construction to equate the number of jobs held with years after graduation or by program option. It is probable that many of the certificate students were more recent school leavers than were the degree students. Of all former secretarial students, 41 percent reported changing jobs at least once. The most frequent single reason given was for a higher salary. Nearly one-quarter of the respondents indicated this reason for changing jobs. (See Table VIII)

Transcription techniques and employers

No apparent difference was found to exist between employers on the basis of methods of transcription. Without regard to employer, many

TABLE VIII

REASONS EMPLOYED SECRETARIES GAVE FOR CHANGING JOBS

REASON GIVEN FOR CHANGING JOBS	NUMBER	PERCENTAGE
Higher salary	41	22
More advancement	33	18
Better hours	20	11
More fringe benefits	21	12
Felt inadequate	6	3
Personality conflicts	7	4
Location	13	7
Other	43	23
TOTAL	184	100

more secretaries (56%) are required to transcribe from machine than from shorthand (19%) or from a combination of shorthand notes and machine (25%). None of the categories of employers listed in Table IX required more of the surveyed former secretarial students to transcribe from shorthand than from machine.

Daily typing hours compared to type of secretarial positions

If one ignored the thirty-four former secretarial students who did not report their daily typing time, there was a distinct difference in the amount of time spent typing each day for different categories of secretarial employment. The correlation of daily typing time requirements and kind of job is .57 which indicates a moderate strength of relationship.

The stenographer category requires significantly more typing, an average of four to six hours per day, than the other categories. While the "general clerk" category requires significantly less typing, one to two hours per day, than any of the other categories, the average typing load for all secretarial categories was from two to four hours each day. (See Table X)

Typing accuracy required by employer

It is probable that different employers have different requirements for typing accuracy. This was tested using the questionnaire results. The correlation between employer and the requirements for a specific level of accuracy was found to be .45. A correlation of this size indicates a relationship of moderate strength where 20 percent of the time a specific level of typing skill was associated with a type

TABLE IX

SECRETARIES REPORTING TRANSCRIPTION TECHNIQUES REQUIRED BY EMPLOYERS*

TYPES OF EMPLOYERS	TRANSCRIBING TECHNIQUES			
	SHORTHAND NOTES	TRANSCRIBING MACHINE	NOTES AND MACHINE	TOTAL
U. S. Government	6	28	11	45
County Government	3	11	5	19
Commercial	8	16	6	30
Law	0	4	4	8
Computer	4	8	6	18
Medical	1	6	0	7
Transportation	1	0	0	1
Utilities	1	0	1	2
TOTALS	24	73	33	130

* Fifty-five respondents reported they did not transcribe in their present jobs.

TABLE X

DAILY TYPING HOURS REPORTED FOR VARIOUS POSITIONS

TYPES OF POSITIONS	DAILY TYPING REQUIRED					
	NO TYPING REQUIRED	ONE TO TWO HOURS	TWO TO FOUR HOURS	FOUR TO SIX HOURS	SIX TO EIGHT HOURS	NO RESPONSE
Nonsecretarial	4	0	1	2	1	26
Secretarial						
Legal	0	1	7	4	0	0
Medical	0	1	5	6	0	1
Executive	0	9	18	36	10	3
Typist-Bookkeeper	0	0	0	0	0	2
Administrative Clerk	1	3	5	2	0	0
General Clerk	3	1	0	3	0	0
Stenographer	0	0	8	13	7	2
TOTALS	8	15	44	66	18	34

of employer. The U. S. Government and computer firms appeared to require a significantly higher level of typing accuracy than most other types of employers. Typists working for employers in the medical and legal fields tended to report more often that an "average" degree of typing accuracy was required. Typists employed in the commercial field tended to report that typing accuracy was not a requirement in their jobs.

In probability terms, the computer industries and the U. S. Government are the most probable employers of typists to require the higher degrees of accuracy. The fields of law and medicine are the most likely to require typists with an average level of accuracy, while the County Government and commercial interests appear to be the least likely to require particularly high levels of typing accuracy. (See Table XI)

Curriculum improvement

Knowledge of what former students are doing is only part of the story when it comes to program improvement. It is also necessary to know something about the usefulness to each employed secretary of the skills taught in the program. The former students were asked if shorthand and/or typing were used in their present position and to what degree had their skill training proven beneficial. Also listed were English 101-102, Business Math, Secretarial Accounting, Secretarial Training, Office Procedures, and Office Machines.

Shorthand and typewriting were indicated as the most helpful subjects according to more than two-thirds of the respondents. English 101-102 was also nominated by a majority of the former secretarial students as a most helpful subject. It can be seen from Table XII that the average

TABLE XI

PROBABILITY OF A PARTICULAR LEVEL OF TYPING ACCURACY BEING REQUIRED BY SELECTED EMPLOYERS

TYPE OF EMPLOYER	LEVEL OF ACCURACY HIGH	AVERAGE	TYPING NOT REQUIRED
U. S. Government	.64*	.36	.00
County Government	.32	.27	.37*
Commercial	.36	.23	.40*
Law	.45	.69*	.00
Computer Firms	.75*	.19	.06
Medicine	.22	.77*	.00
OVERALL PROBABILITY	.47	.35	.17

*Category of highest probability

TABLE XII

COURSES WHICH PROVED MOST HELPFUL TO SURVEYED SECRETARIAL STUDENTS

COURSE	NUMBER REPORTING THE COURSE WAS HELPFUL	PERCENTAGE*
English 101-102	114	62
Shorthand	133	72
Typewriting	149	81
Business Math	45	24
Secretarial Accounting	52	28
ST 204 Secretarial Training	83	45
ST 104 Office Procedures (Cert.)	31	17
Office Machines	65	35
Other	51	28
TOTAL RESPONSES	723	

*Multiple choices possible

respondent selected four subjects as having been of help. Multiple responses were permitted and any student could have selected all eight subjects or nominated some other subject than those given. Only three subjects received nomination from 50 percent or more of the respondents. All other subject options were nominated as helpful by at least one-quarter of the respondents with the exception of Business Math and Office Procedures. These latter courses would normally be taken only by the secretarial certificate students. As a consequence, the number of students who would have experienced the course and who could rate it helpful if they so felt was small in comparison with the other subjects listed.

Differences were found between requirements for different job titles. These differences, discussed in the following section, may contribute to differences in response to the question of "helpful subjects."

Rating of training

A three-point scale was constructed to allow responses to ten skill areas basic to secretarial training at Montgomery College. The rating scale allowed ratings of superior, adequate, and inadequate. One open-ended blank was included to allow respondents to nominate other skill areas they thought should have been included on the list. The results of the rating scale analysis is found in Table XIII. A copy of the questionnaire used in this study is found in the Appendix.

Spelling, punctuation, vocabulary, and composition of letters were the language skills questioned. The only significant difference in opinion about this training was found in the area of spelling.

TABLE XIII

RATING OF SECRETARIAL TRAINING RECEIVED

TYPE OF SECRETARIAL TRAINING RATED	RATING SCALE			
	TRAINING WAS SUPERIOR	TRAINING WAS ADEQUATE	TRAINING WAS INADEQUATE	NO RESPONSE
Shorthand	101	55	9	20
Typewriting	103	60	3	19
Spelling	85	80	5	15
Punctuation	88	75	6	16
Vocabulary	58	99	9	19
Composition of letters	69	79	16	21
Filing	63	66	12	44
Telephone	60	65	15	45
Mail	47	82	11	45
Travel arrangements	30	69	26	60

Certificated secretaries on the average rated their preparation in spelling as less than adequate. All others rated the preparation as being between adequate and superior.

Filing, telephone, mail, and travel arrangements were the office procedures rated in terms of the effectiveness of the training received at Montgomery. No meaningful differences were found between the four categories of secretaries in their ratings of training in any of the office procedures. In all cases, their assessment of their training was between adequate and superior.

SUMMARY AND CONCLUSIONS

Based completely on this group of respondents, the following general observations were made.

Fewer secretarial certificate students completed their program than did degree oriented students. The holders of secretarial certificates were found to have the highest probability of employment in the secretarial field. All responding secretarial certificate holders were working full-time in the field. Associate in Arts degree holding secretarial students have a higher probability of employment in other fields, whether related or unrelated to their secretarial training, than do certificate and non-certificated non-degree students. Thus, one could conclude that earning an associate degree tends to increase the variety of employment opportunities for the secretarial student.

The former secretarial students who indicated they were working in the secretarial field had a tendency to earn more per week than did former secretarial students occupied out of the secretarial field. The

Associate in Arts graduates had the greatest likelihood of having above average weekly earnings of the total group surveyed which leads to the conclusion that earning power can be increased by obtaining a degree and working in one's chosen field.

Increased typing speed tended to coincide with higher weekly earnings more often than did increased shorthand speed. This finding suggests that the employer of today either does not require shorthand at all or feels it is not important.

Certificated secretaries changed jobs less frequently than did the degree holding secretaries suggesting that the certificate does not qualify the student for as many job options as does the degree.

Staying with one position did not appear to lead to increased earnings and the most frequently given reason for changing positions was to earn a higher salary. Thus, the conclusion is drawn that secretaries find it more to their economic advantage to change jobs than to remain in a position and wait for salary raises.

English, shorthand, and typing were selected by the majority of respondents as their most helpful subjects.

The U. S. Government tends to have the most rigorous requirements for typing accuracy of all employers covered by the study. Most secretaries doing transcription use a machine and the least number transcribe from shorthand only. A job title of stenographer tends to require more hours of typing per day than other job titles. These findings have meaning to the student seeking employment and acquiring specific skills. Faculty designing curriculums should weigh carefully the relative value of shorthand.

Ten specific job skills were rated as to the adequacy of training at Montgomery College. Four skill areas were rated generally superior. Six skill areas were rated generally adequate. None of the job skills training was seen as inadequate by a majority of respondents, suggesting that the existing secretarial program is doing what it is meant to do - prepare secretaries for employment.

While this study is limited by the method used in selecting the population served, it nevertheless has provided valuable information regarding the experience of students once they leave the College and how useful they found their education once on the job.

APPENDIX

FOLLOW-UP QUESTIONNAIRE
Montgomery College Secretarial Students,

11-19

NAME _____ 20
Last Maiden First Initial

CAMPUS _____

ADDRESS _____ _____
Street and Number City State Zip Telephone

21

Did you receive an A.A. degree? _____ _____ _____ 22
Yes No Year
(1) (2)

Did you receive a Secretarial Certificate? _____ _____ _____ 23 24
Yes No Year
(1) (2)

If you did NOT receive a degree or a certificate, how many SEMESTERS did you attend Montgomery College? _____ 19__ to 19__. _____ 19__ to 19__
Full Time Part Time 25

26

CURRICULUM: Executive ___(1) Medical ___(3)
Legal ___(2) Secretarial Certificate ___(4) 27

IF NOT EMPLOYED, please check one of the following reasons 28
___Attending college ___Homemaker ___Cannot find a position. Other _____
(1) (2) (3) (4)

29

IF EMPLOYED, is your employment ___ Part time? ___ Full time?
(1) (2)

PRESENT POSITION _____ 30-31

PRESENT EMPLOYER _____
Firm Name

TYPE OF BUSINESS _____ 32-33

ADDRESS _____ _____
Street and Number City State Zip Telephone

Are you employed in a secretarial or secretarial-related position? Yes___ No___ 34
If not, please give details about your position on the reverse side of this sheet. (1) (2)

Are you interested in locating a new position? Yes ___ No ___ 35
If so, please give details on the reverse side of this sheet. (1) (2)

What are your WEEKLY EARNINGS BEFORE TAXES AND OTHER DEDUCTIONS? 36

___$0 to $89(1) ___$110 to $119(4) ___ $140 to $149 (7)
___$90 to $99 (2) ___$120 to $129 (5) ___ $150 to $159(8)
___$100 to $109 (3) ___$130 to $139 (6) ___ $160 and over(9)

How long have you had your present position? _____ 37

How many OTHER positions have you had since leaving Montgomery College? _____
(Please do not include advancements with the SAME firm.) 38

IF YOU HAVE CHANGED POSITIONS, what was the title of your previous position? 39-40

_____

TYPE OF BUSINESS _____ 41-42

IF YOU HAVE CHANGED POSITIONS, WHY DID YOU CHANGE? (Check more than one if you wish to do so.)

___High salary (43) ___ Felt inadequate on previous job (47)
___More advancement opportunities (44) ___ More convenient location of new job
___Better hours (45) ___More fringe benefits (46) (49)
___Personality conflicts on previous job (48)

OTHER REASONS (50) _____

Non-secretarial position -- Please give details, including title, duties, and any information which you believe would be of interest to the College in revising the secretarial curriculum.

Position desired -- Please give details concerning type of employment, location, salary range, etc.

Do you use shorthand in your present position? Yes ___(1) No ___(2) 51
Do you use typing in your present position? Yes ___(1) No ___(2) 52

If you use the typewriter, what do you consider to be the SKILL REQUIREMENTS of your PRESENT position?

53

Typewriting SPEED:
- _____ Less than 40 words per minute (1)
- _____ 40 to 49 words per minute (2)
- _____ 50 to 59 words per minute (3)
- _____ 60 to 69 words per minute (4)
- _____ Over 70 words per minute (5)

Typewriting ACCURACY: 54
- _____ High degree of accuracy (1)
- _____ Average (2)
- _____ Not a requirement (3)

Shorthand SPEED: 55
- _____ At least 80 words per minute (1)
- _____ 80 to 100 words per minute (2)
- _____ 101 to 120 words per minute (3)
- _____ Over 120 words per minute (4)

How much of your day is spent 56

TYPING? (forms, rough drafts, etc.) 57
- ____ None (1)
- ____ One to two hours (2)
- ____ Two to four hours(3)
- ____ Four to six hours (4)
- ____ Six to eight hours (5)

TRANSCRIBING?
- ____ None (1)
- ____ One to two hours(2)
- ____ Two to four hours(3)
- ____ Four to six hours (4
- ____ Six to eight hours(5

From what source do you transcribe: 58
- ____ Shorthand notes (1)
- ____ Transcribing machine (2)
- ____ Both shorthand notes and transcribing machine (3)

Which of the subjects that you studied at Montgomery College have helped you?
- ____ English 101-102 (59)
- ____ Shorthand (60)
- ____ Typewriting (61)
- ____ Business Math (62)
- ____ Secretarial Accounting (63)
- ____ ST 204, Secretarial Training (64)
- ____ ST 104, Office Procedures for Certificate Program (65 (66)
- ____ Office Machines

OTHER SUBJECTS _____ (67)

COMMENTS _____

_____

How would you evaluate your OVERALL secretarial training at Montgomery College?

		Superior (1)	Adequate (2)	Inadequate (3	
Shorthand		____	____	____	68
Typewriting		____	____	____	69
English skills:	spelling	____	____	____	70
	punctuation	____	____	____	71
	vocabulary	____	____	____	72
	composition of letters	____	____	____	73
Office procedures:	filing	____	____	____	74
	telephone	____	____	____	75
	mail	____	____	____	76
	travel arrangements	____	____	____	77
	Other _____	____	____	____	78

What recommendations would you make for the improvement of Montgomery College's program? _____

_____

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